

**A LONGITUDINAL STUDY OF THE EFFECTS OF  
UNEMPLOYMENT ON SELF-ESTEEM AND SELF-EFFICACY**

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To Kevin

and my mother June

for what they have meant and what they have given

and to

Kirsty, Kersten, Jane, and Sharon

in descending order but not significance.

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## **ABSTRACT**

A study was undertaken to investigate the impact that the first three months of unemployment has on an individual's levels of self-esteem and self-efficacy expectations. One hundred-twelve recently-unemployed individuals were assessed on measures of personality, self-esteem, self-efficacy expectations and attitudes and behaviours towards employment and re-employment. Sixty-three of these individuals also filled out a follow-up questionnaire three months later. A significant deterioration in the self-esteem levels of the continuously unemployed was found. In comparison, the self-esteem levels of those who regained employment were maintained. No decrement in self-efficacy expectations was observed for either employed or unemployed individuals.

## INTRODUCTION

The rise in world-wide unemployment levels from the mid-1970's has been followed by an increase in research concerned with the effects of unemployment. Literature examining the impact of unemployment on the individual indicates that there are a high number of negative consequences upon psychological well-being and mental health (Feather, 1982, 1990; Warr, 1987; Warr & Jackson, 1984, 1985; Warr, Jackson, & Banks, 1988).

Of all the negative effects that unemployment has on psychological well being, probably two of the most important factors studied have been concerned with the deterioration of an individual's level of self-esteem and self-efficacy (Swinburne, 1981; Warr & Jackson, 1985). Briefly stated, self-esteem is thought of as a judgement of worthiness that is expressed in the attitudes the individual holds towards him or herself (Coopersmith, 1967), whereas self-efficacy typically refers to an individual's beliefs about their ability and motivation (Brockner, 1988). Because of the vast amount of prior research concerning both these concepts, the literature concerning the more general aspects of these theories shall not be discussed here.

It is a widely accepted belief that one's feelings of both self-esteem and self-efficacy can be severely affected by being unemployed (Feather, 1982). Because work is a highly valued aspect of life in Western society that assigns both status and identity to an individual (Shirley, Easton, Briar, & Chatterjee 1990), being without a job is likely to reduce an individual's level of self-esteem and self-efficacy (Super, 1980; Warr & Jackson, 1985).

Previous research has given some indication of how losing one's job can negatively affect an individual's level of self-esteem and self-efficacy. For example, both Warr (1982) as well as Warr and Jackson (1985) reported significant losses of self-esteem and reduced psychological well-being due to the individual perceiving unemployment as an unfamiliar and threatening situation. Moreover, studies by both Hepworth (1980) and Mullar, Hicks, and Winocur (1993) concluded that unemployed individuals have significantly poorer subjective well-being due to their perception that employment is a central defining characteristic of their identity.

It should be noted that the level of one's self-esteem following unemployment tends to decrease with the passage of time. Feather, (1990) found that the more weeks an individual had been out of work, the lower their self-esteem scores were likely to be. Kanfer and Hulin

(1985) also found low levels of self-esteem may hinder both job search activity as well as hopes of early re-employment, thereby increasing the possibility of remaining unemployed even longer. Kanfer and Hulin suggest what may eventuate is a "vicious cycle" of job loss that causes a loss of self-esteem, and in turn causes a lack of effort to find employment. Brockner (1988) also reported low levels of self-esteem to be associated with reduced initiative. Further, Feather & Tigglemann (1984) suggested that the active pursuit of employment tended to be more frequent among those with higher self-esteem while both lower self-esteem and less effort to find a job were associated with increasing length of unemployment. Taken together, these findings clearly show that a reduction in self-esteem following job loss is accelerated by the length of unemployment and is, in turn, accompanied by a reduction in job search activities.

A second factor also found to be negatively affected by unemployment is an individual's self-efficacy expectations (Brockner, 1988; Ellis & Taylor, 1983; Kanfer & Hulin, 1985). It is important to note that self-esteem is considered to be a global feeling about one's general worthiness, whereas self-efficacy is a situation-specific construct describing an individual's belief about their ability to perform a particular behaviour (Bandura, 1977). Self-efficacy



expectations develop from a variety of sources, including performance feedback, vicarious experiences, previous performance history, and social influence (Bandura, 1989).

Self-efficacy is thought to be easily affected by unemployment because a major portion of an individual's feeling of competence is derived from paid employment (Caplan, Vinokur, Price, & van Ryn, 1989; Eden & Aviram, 1993). Furthermore, Eden & Aviram (1993) have concluded that self-efficacy plays a major role in motivating the unemployed person to look for work. If self-efficacy expectations decline as a result of being unemployed, the sense of helplessness from failing to find work could serve as a self-fulfilling prophecy. The unemployed person may cease to believe in their ability to find another job therefore extending the time they are unemployed (Eden & Aviram 1993). Thus, Eden and Aviram suggest the longer unemployment lasts, the greater will be the deterioration of self-efficacy thereby resulting in less effort invested in the job search and a lesser probability of finding a job.

Kanfer and Hulin's (1985) study of recently unemployed individuals clearly illustrates the relationship between self-efficacy and unemployment. Kanfer and Hulin assessed these individuals' beliefs about the desirability of finding employment as well as their self-

efficacy beliefs about their ability to find a job. The results of this study clearly showed that an individual's self-efficacy beliefs were directly related to the probability of their finding employment. In contrast, the individuals' beliefs about the desirability of gaining employment had little relationship with their chance of finding a new job.

It is apparent that self-esteem and self-efficacy are highly related constructs, both closely associated with unemployment and re-employment success (Brockner, 1988; Eden & Aviram, 1993). To date, self-esteem has been well documented in unemployment literature while less attention has been paid to the impact unemployment has on self-efficacy expectations and the potential that this variable has for improving re-employment success. Both Kanfer and Hulin (1985) as well as Eden and Aviram (1993) have indicated that both variables deteriorate alongside each other as the length of unemployment increases thereby affecting psychological well-being. Unfortunately, the precise manner in which self-esteem and self-efficacy are affected by unemployment remains unknown. By examining these two measures over the initial months of unemployment it may be possible to gain additional insight into their relationship with each other and how the length of unemployment moderates this relationship. Because

the initial months of unemployment are considered to be the most damaging in terms of self-efficacy and self-esteem (Jackson & Warr, 1984; Warr & Jackson, 1985), knowledge of the manner in which these constructs interact may also be useful in formulating a program to mitigate their effects in an effort to reduce the length of unemployment.

## METHOD

**Participants** - One hundred-twelve individuals participated in this study. These participants were recruited from individuals seeking employment from the New Zealand Employment Service. Because this study focused on the initial months of unemployment, only individuals who had been out of work for less than one month were selected as participants. Research indicates that individuals who have been out of work for longer periods may have begun to suffer ill-effects associated with unemployment such as a decrease in job search activity and a diminished level of self-esteem (Feather, 1982).

Individuals were asked to participate as they were registering with the New Zealand Employment Service. Participants were informed at the time of testing that they would also be asked to complete a follow-up survey approximately three months later.

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Table 1 about here  
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Descriptive statistics for the participants are presented in Table 1. These data represent demographic and background characteristics of the participants such as age, highest level of education, number of jobs in the last five years, length of time spent at most recent job, and position held. These descriptive statistics show that the

participants in this study had relatively low levels of education and the jobs they had previously held were from predominantly blue-collar positions. Moreover, inspection of the descriptive data showed the rather large standard deviation for the number of months in the participants' last job resulted from a few individuals who had been made redundant from long-term employment. The vast majority of participants in this study had spent less than two months employed in their most recent job.

### **Materials and procedures**

- The aim of this experiment was to determine the manner in which an individual's beliefs regarding his or her self-esteem and self-efficacy are altered during the initial months of unemployment. Therefore, a questionnaire composed of measures designed to assess overall personality characteristics, levels of self-efficacy and self-esteem, and the attitudes and behaviours associated with job search activities was developed to examine the participants' reactions to unemployment. This questionnaire (see Appendix 1), was composed of a number of standardized measures devised and validated by other researchers as well as some descriptive measures to gather background information.

The measures used in this study were:

1. The NEO Personality Inventory. This instrument, developed by Costa and McCrae (1987, 1989) was designed to measure five broad dimensions of personality: Neuroticism , Extroversion , Openness , Agreeableness , and Conscientiousness . Briefly stated, Neuroticism is defined by Costa and McCrae (1987, 1989) as a negative emotional state with the individual possessing the inclination towards a variety of negative conditions such as anxiety, anger, insecurity, self-consciousness, embarrassment, and depression. In contrast, Extroversion is seen as a positive emotional state expressed by a lively sociability and a fun loving, affectionate, friendly, and talkative personality. Costa and McCrae (1987, 1989) define Openness as a personality dimension characterized by original, imaginative, broad, and daring interests. Costa and McCrae (1987, 1989) suggest that Agreeableness may be best understood by thinking of it as one pole of a continuum. The opposite end of the continuum is considered to be Antagonism . Antagonistic people are thought to be mistrustful, sceptical, uncooperative, and tend to set themselves up against others. Therefore, Agreeableness is seen to be composed of qualities such as trust in others, uncritical acceptance of others, and cooperative behaviour towards others. Lastly, Conscientiousness is seen to be

composed of characteristics such as the ability to work hard, ambition, and perseverance.

Costa and McCrae (1987, 1989) have shown that this personality inventory is an accurate measure of those personality characteristics thought to remain stable over the course of one's lifetime. The NEO Personality Inventory was thus used to identify those aspects of the participants' personality that should remain stable and not be affected by the situational stresses of recent unemployment. Therefore, the use of the NEO Personality Inventory allowed for an identification of any change in the participants' beliefs that could be attributed to their inherent personality characteristics.

2. Self-Esteem . As defined by Coopersmith (1967), self-esteem is a personal judgement of worthiness that is expressed in the attitudes the individual holds towards him or herself. A growing body of literature documents that unemployment is a devastating blow to one's self concept, with self-esteem declining as a result of job loss (Feather, 1982; Gurney, 1980; Warr ,1987) but being regained once the person is re-employed (Swinburne, 1981; Warr & Jackson, 1985).

The Self-Esteem component of the questionnaire was derived from the Antecedents of Self-Esteem scale developed by Coppersmith (1967). This scale is a 25-item inventory that was designed to

investigate children's feelings of self-esteem and self-worth with regards to themselves, their peers, their school activities, and their parents and family. Briefly stated, this instrument examines the way in which an individual assesses their performance against their own standards and values to arrive at a decision of her or his own self-worth and, ultimately, self-esteem (Coopersmith, 1967).

Modifications were made to Coopersmith's measure because this scale was designed to assess the attitudes of children. In accordance with guide-lines suggested by Rosenberg (1965), all questions regarding school activities and relations with parents and family were dropped. All remaining statements from the inventory were reworded for use with adults again using ideas from Rosenberg as a guide. Coopersmith's (1967) self-esteem scale was chosen as it has been used with a New Zealand adult and adolescent unemployed sample (Hesketh, 1984).

Given that self-esteem seems to be particularly vulnerable to the negative effects of unemployment (Warr, 1987), this measure was considered to be a crucial component of the study.

3. The Self-Efficacy Scale. According to Bandura (1977), self-efficacy expectations refer to the individual's belief that he or she is capable of executing behaviours necessary for obtaining a desired



outcome. The Self-Efficacy Scale , (Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, & Rogers, 1982) was devised to measure general self-efficacy expectations or the manner in which an individual's past experiences with success and failure have resulted in expectations of success or failure in new situations.

Research by Sherer, et al., (1982) has indicated that the scale is composed of two separate self-efficacy measures: 1. A General Self-Efficacy Subscale that was found to measure self-efficacy items that did not refer to any specific behavioural domain and, 2. A Social Self-Efficacy Subscale that measures efficacy expectancies pertinent to social situations.

The Self-Efficacy Scale (Sherer et al., 1982) was selected for use in this study because it was thought it could be used to assess changes in self-efficacy that occurred as a result of the participants' period of unemployment.

4. Outplacement Needs Inventory (ONI) To measure attitudes towards unemployment and behaviours relating to re-employment, such as job search activities, the questionnaire utilized the Outplacement Needs Inventory (ONI) developed by Kanfer and Hulin (1985).

These scales were designed to ascertain how attitudes and job search behaviours, such as preparation of a curriculum vitae, and

expectations about re employment and depression were related to re-employment. The ONI asks respondents to state their attitudes, expectations and intentions towards their previous job and future employment prospects. The ONI was considered useful because it provides information on cognitions and behaviours that are specifically related to re-employment success (Kanfer & Hulin, 1985).

The format and contents of the second questionnaire were identical to the initial questionnaire except for one change. The NEO Personality Inventory (Costa & McCrae, 1987; 1989) scale was omitted from the follow-up questionnaire because, personality traits are thought to remain stable over the course of one's life (Costa & McCrae, 1987; 1989). Participants were either sent the second questionnaire in the post or interviewed in person.

A pilot study was undertaken to assess the applicability of the survey measures for the purposes of this study. Analysis of the pilot study data confirmed that the various measures were found to be suitable for assessing the opinions of the recently unemployed.

RESULTS

There was a 56.3% percent return rate of the follow-up questionnaires sent out three months after the initial interview. This response rate is comparable to that obtained in other research on registered unemployed in New Zealand (Hesketh, 1984).

The data from the initial questionnaire were divided into two groups: those who returned their second questionnaire and those who did not. These data were separated in order to determine if these two groups came from the same population or from two different populations. The results of this analysis are presented in Table 2. These data represent the mean scores of the participants on the various items from the initial questionnaire. Only data that were found to be significantly different are presented in Table 2.

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Table 2 about here  
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The mean scores for each variable were analyzed using a series of t-tests. The results of these analyses are also presented in Table 2. These analyses showed that the Return group have a higher level of conscientiousness than those in the Non-Return group. Also, the Return group had higher scores on such variables as confidence in their ability to find out where job openings exist, and to investigate every

job lead promptly. Moreover, the Return group had higher mean scores for general self-efficacy and subjective self-esteem.

Taken together, these results seem to indicate that the participants who returned their follow-up questionnaire were drawn from a different population than those individuals who did not return the questionnaire. Therefore, data from the people who did not return the questionnaire was excluded from any further analysis.

One of the aims of this study was to determine whether there were any significant differences between those individuals who gained employment within three months and those who remained unemployed. Therefore, the remaining data from the initial questionnaire were separated into two groups: those who found a job within three months after becoming unemployed, and those who remained jobless after three months. No significant differences between the two groups were found on any measure. This was taken to indicate that the participants who subsequently found employment and those participants who remained unemployed were initially drawn from the same population. Therefore, any differences that occurred after three months would most likely be due to situational factors that occurred during this period and not to underlying personality factors of the participants.

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Table 3 about here  
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Next, the data from the participants' initial questionnaire and the data from the questionnaire administered after a period of three months were analyzed with a series of one between-subjects factor (obtained job or remained unemployed) and one within-subjects factor (time of testing) analyses of variance.

These analyses revealed that for the data concerning subjective self-esteem a significant interaction was found between job status and time of testing,  $F(1, 61) = 4.58, p < .05$ . There were no other significant main effects or interactions found on any other measure in this series of analyses. The participants' scores on the Subjective self-esteem measure are presented in Table 3. These data represent the participants' mean scores on the Subjective self-esteem measure from both the initial time of testing and the test administered three months after completion of the first questionnaire. Because there were no other significant results found, only data from this measure are presented in Table 3.

Post hoc testing, using Tukey's method ( $p < .05$ ), showed that the subjective self-esteem level of the people who got a job within the

three month interval did not change. The subjective self-esteem level of those that did not get a job, however, showed a significant decline.

A series of correlational analyses was performed to determine the possible factors associated with this decline in subjective self-esteem. Data from both those participants who found a job and those who remained unemployed were correlated with their subjective self-esteem scores from the initial test as well as the follow-up test. In this way it was hoped to be able to identify any patterns of relationships that served to differentiate the two groups and possibly suggest a cause for this loss of subjective self-esteem.

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Tables 4 and 5 about here  
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The results of these correlational analyses are presented in Tables 4 and 5. These findings represent only the significant product-moment correlations with subjective self-esteem for the participants who either got a job or remained unemployed. Correlations for the subjective self-esteem scores found on the initial test are presented in Table 4. The findings in Table 5 represent the correlations from the subject self-esteem scores found on the follow-up tests administered three months after the initial test.

## DISCUSSION

On the basis of the evidence reported in the literature, it was expected that the participants level of self-esteem would decline over the initial stages of unemployment. Results of the present study indicated that the self-esteem levels of the participants who remained without a job significantly declined over the first three months of unemployment. In contrast, those participants who found a job during this time showed no decrement in their levels of self-esteem. This finding provides confirmation of previously reported evidence documenting the decline of self-esteem following a disruptive life event such as unemployment (Muller, Hicks & Winocur, 1993; Warr & Jackson, 1984, 1985).

As the findings of the present study indicate that self esteem levels are affected over the first three months of unemployment, it is important to understand what causes this change to occur. One intention of this study was to examine whether there were any factors that served to distinguish between those individuals who gained employment within the first three months and those who did not. The findings clearly indicate that at the onset of the study there were no significant differences between those individuals that subsequently found a job and those who remained unemployed. This was taken to

indicate that the participants who subsequently found employment were from the same population as those participants who remained unemployed. Therefore, any differences that occurred after three months may be attributed to situational factors occurring during this initial period of unemployment and not underlying personality factors of the participants.

Examination of the data presented in Table 4 regarding the correlations between initial levels of self-esteem and other variables shows little difference between the participants who subsequently found a job and those who did not. The data from Table 5, which presents the correlations with the second measure of self-esteem and other variables, shows that the self-esteem level of the individuals who obtained employment showed a high correlation with measures relating to family support, level of employment, and job search activities. Although the precise nature of this relationship remains unestablished, these patterns of correlation strongly suggest that the self-esteem level of the participants who found work is mitigated by both the relationship with their family and job-search skills.

Previous research has indicated that the level of general self-efficacy expectations decline over the first three months of unemployment (Eden & Aviram 1993; Kanfer & Hulin 1985).



Surprisingly, there was no significant decline in levels of general self-efficacy expectations over the period of this study, thus providing no confirmation for the findings of these researchers.

A possible explanation for the finding of this study is that perhaps a loss of self-esteem occurs first is then followed by a loss of self-efficacy at a later time. That is, while the participants who remained unemployed may have experienced an initial decline in self-esteem, they may still have maintained some confidence in their ability to obtain another job, through previous job search successes or other related behaviours. Research reported by Eden and Aviram (1993) on the loss of self-efficacy among the recently unemployed suggest that this may be the case. If, however, unemployment continues and self-esteem deteriorates to a certain level, self-efficacy expectations may begin to erode. The unemployed individual may become entrapped in a cycle where loss of self-esteem is followed by a loss of self-efficacy, thus prolonging unemployment (Eden & Aviram, 1993).

Another possible explanation for this result may perhaps lie within the theoretical definition of self-efficacy itself. The idea that self-efficacy may be viewed as a situation-specific construct has predominated in organizational psychology. Bandura (1986), for example, argued that situation-specific measures of self-efficacy are

preferable because self-efficacy is focused on specific performances and varies from task to task. There is, however, evidence suggesting that self-efficacy may be a more global concept than first theorized (Bandura, Adams & Beyer, 1977; Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, & Rogers, 1982) and is constructed from both successful and unsuccessful past episodes of one's life. Perhaps a more comprehensive measure that examines different aspects of a person's self-efficacy, and is administered at a later time, might have discovered a deterioration the individuals level of self-efficacy expectations towards re-employment success. The findings of this study strongly emphasize the need to extend future research on the effects of unemployment by including an examination of a person's self-efficacy expectations in other domains of their existence. It may be the case that the self-efficacy expectations regarding job-search behaviours and one's family duties may also begin to deteriorate simultaneously as the length of unemployment increases.

It should be noted, however, that the descriptive measures showed the vast majority of participants in this study to be blue-collar workers whose most recent job had been less than two months in duration. Previous research has shown this group to be particularly vulnerable to losses of self-esteem and self-efficacy due to

unemployment (Frost & Clayson, 1991). While future research should indeed concentrate on identifying the specific relationship of the variables that contribute to losses of self-esteem and self-efficacy in these individuals, these same research efforts should also seek to identify the relationship of these variable in unemployed white-collar workers. Perhaps an identification of the manner in which self-esteem and self-efficacy is handled by these individuals may be of benefit to blue collar workers.

It should also be noted that the findings of this study clearly showed that those individuals who did not return their follow-up questionnaire seem to be drawn from a totally different population compared with those that did and had significantly lower levels of self-esteem and self-efficacy when they first reported to the New Zealand Employment Service. Presumably their already low levels of self-esteem and self-efficacy suffered an even greater deterioration during the initial months of unemployment. This group may be in great need of gaining assistance to deal with their diminished levels of self-esteem and self-efficacy as they may be or may become the long-term, chronically unemployed.

The results of this study also suggests the need for investigating intervention strategies aimed at preventing the decline of self-esteem

and self-efficacy brought about by unemployment. The identification of such intervention strategies may be of great use to those concerned with assisting the unemployed to return to the workforce. By improving an individual's general level of self-esteem and self-efficacy as well as their job-seeking skills, successful job search activities might develop as a result. Intervention techniques aimed at bolstering self-esteem and self-efficacy levels administered during the initial stages of unemployment might also prevent the unemployed individuals' psychological health from declining. Although there are likely to be a number of other factors to consider when designing such intervention techniques, it seems quite likely that strengthening an unemployed individual's belief in their self-esteem and self-efficacy might also help them to help themselves conduct a successful job search.

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Table 1

Descriptive statistics for the participants

MEASURE	Mean	Standard Deviation
AGE	25.7	8.90
EDUCATION LEVEL *	4.6	1.67
NUMBER OF JOBS IN THE LAST FIVE YEARS	1.8	1.48
NUMBER OF MONTHS IN LAST JOB	16.7	27.26
LEVEL OF EMPLOYMENT *	5.9	1.58

\* These measures, adapted from Hollingshead's two-factor index of social position (1957), ranged from a high of 1(Post graduate degree) to a low of 7(Secondary school) for Education Level scale and from a high of 1(High level executive-type position) to 7(Day labourer) for the Level of Employment scale.

Table 2

Mean scores on items from first questionnaire for participants who either returned or did not return their follow-up questionnaire

	Returned Questionnaire (N=63)	Did not return Questionnaire (N=49)	t *	p
<u>NEO Personality Inventory</u>				
Conscientiousness	33.0	30.7	2.00	.05
<u>General Self-Efficacy Scale</u>				
General Self-Efficacy	96.3	88.7	2.86	.005
<u>The Outplacement Needs Inventory (ONI):</u>				
Confidence in ability to find out were job openings exist?	5.6	4.9	2.88	.005
Investigate each job lead promptly?	5.6	4.9	2.37	.02
<u>Antecedents of Self-Esteem Scale:</u>				
Subjective self-esteem	36.8	33.5	2.58	.01

\* All with 110 df

Table 3

Mean scores of the measures from the initial questionnaire and the follow-up questionnaire that were found to differ significantly between the participants who had found a job and those who remained unemployed

Antecedents of Self Esteem Scale ( Subjective Self Esteem)

	TIME OF TESTING	
	Initial questionnaire	Follow-up questionnaire
Found a job (N=27)	35.7	36.7
Remained unemployed (N=36)	37.7	33.9

Table 4

Significant correlations between the participants' Subjective self-esteem score on the initial questionnaire and other variables

Found a job (N=27)     \*

	r	p
Neuroticism	.638	.0003
Conscientiousness	.602	.0009
General Self-Efficacy	.758	.0001
Investigate every job promptly	.459	.0200
Irritable with family and friends	.53	.0040

Remained unemployed (N=36)     \* \*

	r	p
Neuroticism	.667	.0001
Extroversion	.633	.0001
Conscientiousness	.681	.0001
General Self-Efficacy	.619	.0001
Find out where job openings exist	.507	.0016
Investigate every job promptly	.493	.0022
Self-Esteem relative to others	.777	.0001
Irritable with family and friends	.532	.0008

\* All with 25 degrees of freedom  
\* \* All with 34 degrees of freedom

Table 5

Significant correlations between the participants' Subjective self-esteem score on the follow-up questionnaire and other variables

Found a job (N=27) \*

	<i>r</i>	<i>p</i>
Social Self-Efficacy (Initial test)	.441	.0200
Planning to leave job anyway	.427	.0300
Subjective Self-Esteem (Initial test)	.443	.0200
Irritable with family and friends	.443	.0200
Social Self-Efficacy (Follow-up test)	.472	.0100
General Self-Efficacy (Follow-up test)	.699	.0001
Investigate every job promptly (Follow-up test)	.602	.0009
Expect support of family and friends (Follow-up test)	.469	.0190
Level of Employment	.479	.0100

Remained unemployed (N=36) \* \*

Planned to leave	.357	.0300
Job anyway		
Social Self-Efficacy (Follow-up test)	.348	.0400
General Self-Efficacy (Follow-up test)	.572	.0003
Self-Esteem relative to others (Follow-up test)	.595	.0001

\* All with 25 degrees of freedom

\* \* All with 34 degrees of freedom

## BACKGROUND INFORMATION:

1.a Date of birth:

b (please circle) Male / Female

2. Marital status: Single ☐ Married ☐ De Facto ☐  
(Please tick) Divorced ☐ Widowed ☐

3. What is the highest level of formal education that you have completed?  
(Please tick)

Secondary ☐ School Cert ☐ Sixth Form Cert ☐ Degree ☐  
Post-graduate degree/diploma ☐ Poly tech courses ☐ Trade Cert ☐

4. How many jobs have you had in the last five years.

One. ☐  
Two. ☐  
Three. ☐  
Four. ☐  
Five or more. ☐

5. How long were you working in your last job?

Less than three months. ☐  
Between three to six months. ☐  
Between six months to a year. ☐  
Between one to three years. ☐  
Over three years. ☐

6. What was the position that you held.

7. How long did you hold that position.

8. What was the date, or as near to it as possible, that you became unemployed.

9. How long have you been **actively** looking for work. For example, looking in the situations vacant column, door knocking, visiting agencies.

10. For what reason did your most recent job come to an end.

**A SURVEY OF ATTITUDINAL AND BEHAVIORAL FACTORS  
ASSOCIATED WITH REEMPLOYMENT FOLLOWING JOB  
TERMINATION:**

**MY NAME IS VIRINIA DALY AND I AM A POST GRADUATE STUDENT  
CURRENTLY COMPLETING A THESIS IN INDUSTRIAL PSYCHOLOGY AT  
THE UNIVERSITY OF CANTERBURY.**

**I THANK YOU FOR TAKING THE TIME TO COMPLETE THIS  
QUESTIONNAIRE AT ONE SITTING.**

**THIS IS NOT A TEST OF INTELLIGENCE OR ABILITY, AND IT IS NOT  
INTENDED TO DIAGNOSE PROBLEMS OF MENTAL HEALTH OR  
ADJUSTMENT. IT DOES, HOWEVER, GIVE AN IDEA ABOUT WHAT  
MAKES YOU UNIQUE IN YOUR WAYS OF THINKING, FEELING, AND  
INTERACTING WITH OTHERS.**

**CAREFULLY READ ALL THE INSTRUCTIONS BEFORE BEGINNING.**

**PLEASE EXPRESS YOUR REACTION TO EACH STATEMENT BY  
INDICATING YOUR RESPONSE ON A 1 TO 5 SCALE AS FOLLOWS.**

- 1. SD = STRONGLY DISAGREE, THAT IS DEFINITELY FALSE**
- 2. D = DISAGREE, THAT IS MOSTLY FALSE.**
- 3. N = NEUTRAL, THAT IS UNDECIDED OR EQUALLY TRUE OR FALSE.**
- 4. A = AGREE, THAT IS MOSTLY TRUE.**
- 5. SA = STRONGLY AGREE, THAT IS DEFINITELY TRUE.**

**PUT A CIRCLE AROUND THE RESPONSE THAT BEST REPRESENTS YOUR  
OPINION.**

**EXAMPLE OF A QUESTION:**

**SD (D) N A SA**

**THIS APPLICANT HAS CIRCLED (D). THIS INDICATES THAT THIS  
RESPONDENT FELT THAT THE STATEMENT WAS MOSTLY FALSE.**

**I will respond accurately and honestly to all the following  
questions?**

**Yes No  
(Please circle)**



**SECTION ONE:**

- SD = STRONGLY DISAGREE: THAT IS DEFINITELY FALSE**
- D = DISAGREE: THAT IS MOSTLY FALSE**
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- A = AGREE: THAT IS MOSTLY TRUE**
- SA = STRONGLY AGREE: THAT IS DEFINITELY TRUE**

I AM NOT A WORRIER.  
**SD D N A SA**

I LIKE TO HAVE A LOT OF PEOPLE AROUND ME.  
**SD D N A SA**

I DON'T LIKE TO WASTE MY TIME DAYDREAMING.  
**SD D N A SA**

I TRY TO BE COURTEOUS TO EVERYONE I MEET.  
**SD D N A SA**

I KEEP MY BELONGINGS CLEAN AND NEAT.  
**SD D N A SA**

I OFTEN FEEL INFERIOR TO OTHERS.  
**SD D N A SA**

I LAUGH EASILY.  
**SD D N A SA**

ONCE I FIND THE RIGHT WAY TO DO SOMETHING, I STICK TO IT.  
**SD D N A SA**

I OFTEN GET INTO ARGUMENTS WITH MY FAMILY AND CO-WORKERS.  
**SD D N A SA**

I'M PRETTY GOOD ABOUT PACING MYSELF SO AS TO GET THINGS DONE ON TIME.  
**SD D N A SA**

WHEN I'M UNDER A GREAT DEAL OF STRESS, SOMETIMES I FEEL LIKE I'M GOING TO PIECES.  
**SD D N A SA**

**SD = STRONGLY DISAGREE: THAT IS DEFINITELY FALSE.**

**D = DISAGREE: THAT IS MOSTLY FALSE.**

**N = NEUTRAL: THAT IS UNDECIDED OR EQUALLY TRUE OR FALSE.**

**A = AGREE: THAT IS MOSTLY TRUE.**

**SA = STRONGLY AGREE: THAT IS DEFINITELY TRUE.**

I DON'T CONSIDER MYSELF ESPECIALLY "LIGHT-HEARTED."

**SD D N A SA**

I AM INTRIGUED BY THE PATTERNS I FIND IN ART AND NATURE.

**SD D N A SA**

SOME PEOPLE THINK I'M SELFISH AND EGOTISTICAL.

**SD D N A SA**

I AM NOT A VERY METHODICAL PERSON.

**SD D N A SA**

I RARELY FEEL LONELY OR BLUE.

**SD D N A SA**

I REALLY ENJOY TALKING TO PEOPLE.

**SD D N A SA**

I BELIEVE LETTING STUDENTS HEAR CONTROVERSIAL SPEAKERS CAN ONLY CONFUSE AND MISLEAD THEM.

**SD D N A SA**

I WOULD RATHER COOPERATE WITH OTHERS THAN COMPETE WITH THEM.

**SD D N A SA**

I TRY TO PERFORM ALL THE TASKS ASSIGNED TO ME CONSCIENTIOUSLY.

**SD D N A SA**

I OFTEN FEEL TENSE AND JITTERY.

**SD D N A SA**

I LIKE TO BE WHERE THE ACTION IS.

**SD D N A SA**

POETRY HAS LITTLE OR NO EFFECT ON ME.

**SD D N A SA**

I TEND TO BE CYNICAL AND SKEPTICAL OF OTHERS' INTENTIONS.

**SD D N A SA**

**SD = STRONGLY DISAGREE: THAT IS DEFINITELY FALSE.**

**D = DISAGREE: THAT IS MOSTLY FALSE.**

**N = NEUTRAL: THAT IS UNDECIDED OR EQUALLY TRUE OR FALSE.**

**A = AGREE: THAT IS MOSTLY TRUE.**

**SA = STRONGLY AGREE: THAT IS DEFINITELY TRUE.**

I HAVE A CLEAR SET OF GOALS AND WORK TOWARD THEM IN AN ORDERLY FASHION.

**SD D N A SA**

SOMETIMES I FEEL COMPLETELY WORTHLESS.

**SD D N A SA**

I USUALLY PREFER TO DO THINGS ALONE.

**SD D N A SA**

I OFTEN TRY NEW AND FOREIGN FOODS.

**SD D N A SA**

I BELIEVE THAT MOST PEOPLE WILL TAKE ADVANTAGE OF YOU IF YOU LET THEM.

**SD D N A SA**

I WASTE A LOT OF TIME BEFORE SETTling DOWN TO WORK.

**SD D N A SA**

I RARELY FEEL FEARFUL OR ANXIOUS.

**SD D N A SA**

I OFTEN FEEL AS IF I'M BURSTING WITH ENERGY.

**SD D N A SA**

I SELDOM NOTICE THE MOODS OR FEELINGS THAT DIFFERENT ENVIRONMENTS PRODUCE.

**SD D N A SA**

MOST PEOPLE I KNOW LIKE ME.

**SD D N A SA**

I WORK HARD TO ACCOMPLISH MY GOALS.

**SD D N A SA**

I OFTEN GET ANGRY AT THE WAY PEOPLE TREAT ME.

**SD D N A SA**

I AM A CHEERFUL, HIGH-SPIRITED PERSON.

**SD D N A SA**

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**A = AGREE: THAT IS MOSTLY TRUE.**  
**SA = STRONGLY AGREE. THAT IS DEFINITELY TRUE.**

I BELIEVE WE SHOULD LOOK TO OUR RELIGIOUS AUTHORITIES FOR DECISIONS ON MORAL ISSUES.

**SD   D   N   A   SA**

SOME PEOPLE THINK OF ME AS COLD AND CALCULATING.

**SD   D   N   A   SA**

WHEN I MAKE A COMMITMENT, I CAN ALWAYS BE COUNTED ON TO FOLLOW THROUGH.

**SD   D   N   A   SA**

TOO OFTEN, WHEN THINGS GO WRONG, I GET DISCOURAGED AND FEEL LIKE GIVING UP.

**SD   D   N   A   SA**

I AM NOT A CHEERFUL OPTIMIST.

**SD   D   N   A   SA**

SOMETIMES WHEN I AM READING POETRY OR LOOKING AT A WORK OF ART, I FEEL A CHILL OR WAVE OF EXCITEMENT.

**SD   D   N   A   SA**

I'M HARD HEADED AND TOUGH-MINDED IN MY ATTITUDES.

**SD   D   N   A   SA**

SOMETIMES I'M NOT AS DEPENDABLE OR RELIABLE AS I SHOULD BE.

**SD   D   N   A   SA**

I AM SELDOM SAD OR DEPRESSED.

**SD   D   N   A   SA**

MY LIFE IS FAST-PACED.

**SD   D   N   A   SA**

I HAVE LITTLE INTEREST IN SPECULATING ON THE NATURE OF THE UNIVERSE OR THE HUMAN CONDITION.

**SD   D   N   A   SA**

I GENERALLY TRY TO BE THOUGHTFUL AND CONSIDERATE.

**SD   D   N   A   SA**

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**D = DISAGREE: THAT IS MOSTLY FALSE.**

**N = NEUTRAL: THAT IS UNDECIDED OR EQUALLY TRUE OR FALSE.**

**A = AGREE: THAT IS MOSTLY TRUE.**

**SA = STRONGLY AGREE: THAT IS DEFINITELY TRUE.**

I AM A PRODUCTIVE PERSON WHO ALWAYS GETS THE JOB DONE.

**SD D N A SA**

I OFTEN FEEL HELPLESS AND WANT SOMEONE ELSE TO SOLVE MY PROBLEMS.

**SD D N A SA**

I AM A VERY ACTIVE PERSON.

**SD D N A SA**

I HAVE A LOT OF INTELLECTUAL CURIOSITY.

**SD D N A SA**

IF I DON'T LIKE PEOPLE, I LET THEM KNOW IT.

**SD D N A SA**

I NEVER SEEM TO BE ABLE TO GET ORGANISED.

**SD D N A SA**

AT TIMES I HAVE BEEN SO ASHAMED I JUST WANTED TO HIDE.

**SD D N A SA**

I WOULD RATHER GO MY OWN WAY THAN BE A LEADER OF OTHERS.

**SD D N A SA**

I OFTEN ENJOY PLAYING WITH THEORIES OR ABSTRACT IDEAS.

**SD D N A SA**

IF NECESSARY, I AM WILLING TO MANIPULATE PEOPLE TO GET WHAT I WANT.

**SD D N A SA**

I STRIVE FOR EXCELLENCE IN EVERYTHING I DO.

**SD D N A SA**

## SECTION TWO:

IN THE FOLLOWING SECTION THERE ARE A NUMBER OF STATEMENTS THAT ARE RELATED TO YOUR BELIEFS ABOUT YOUR ABILITY TO ACHIEVE CERTAIN OUTCOMES.

READ EACH STATEMENT CAREFULLY, AND INDICATE YOUR IMMEDIATE RESPONSE PUTTING A CIRCLE AROUND THE NUMBER THAT CORRESPONDS TO THE BEST REPRESENTATION OF YOUR OPINION.

A SCORE OF (1) WOULD INDICATE STRONG AGREEMENT WITH THE STATEMENT, WHEREAS A SCORE OF (7) WOULD INDICATE STRONG DISAGREEMENT.

EXAMPLE OF A QUESTION

I OFTEN TRY NEW AND FOREIGN FOODS.

1        (2)        3        4        5        6        7

IN THIS CASE (2) HAS BEEN CIRCLED ,THIS INDICATES THAT THE PERSON FELT THE STATEMENT WAS MOSTLY TRUE.

IF THERE ARE NO FURTHER QUESTIONS, PLEASE BEGIN.

WHEN I MAKE PLANS, I AM CERTAIN I CAN MAKE THEM WORK

1        2        3        4        5        6        7

COMPLETELY TRUE

NOT AT ALL TRUE

ONE OF MY PROBLEMS IS THAT I CANNOT GET DOWN TO WORK WHEN I SHOULD.

1        2        3        4        5        6        7

COMPLETELY TRUE

NOT AT ALL TRUE

IF I CAN'T DO A JOB THE FIRST TIME, I KEEP TRYING UNTIL I CAN.

1        2        3        4        5        6        7

COMPLETELY TRUE

NOT AT ALL TRUE

WHEN I SET IMPORTANT GOALS FOR MYSELF, I RARELY ACHIEVE THEM.

1        2        3        4        5        6        7

COMPLETELY TRUE

NOT AT ALL TRUE

A SCORE OF (1) WOULD INDICATE STRONG AGREEMENT WITH THE STATEMENT, WHEREAS A SCORE OF (7) WOULD INDICATE STRONG DISAGREEMENT.

I GIVE UP ON THINGS BEFORE COMPLETING THEM.

1	2	3	4	5	6	7
COMPLETELY TRUE				NOT AT ALL TRUE		

I AVOID FACING DIFFICULTIES.

1	2	3	4	5	6	7
COMPLETELY TRUE				NOT AT ALL TRUE		

IF SOMETHING LOOKS TOO COMPLICATED, I WILL NOT EVEN BOTHER TO TRY IT.

1	2	3	4	5	6	7
COMPLETELY TRUE				NOT AT ALL TRUE		

WHEN I HAVE SOMETHING UNPLEASANT TO DO, I STICK TO IT UNTIL I FINISH IT.

1	2	3	4	5	6	7
COMPLETELY TRUE				NOT AT ALL TRUE		

WHEN I DECIDE TO DO SOMETHING, I GO RIGHT TO WORK ON IT.

1	2	3	4	5	6	7
COMPLETELY TRUE				NOT AT ALL TRUE		

WHEN TRYING TO LEARN SOMETHING NEW, I SOON GIVE UP IF I AM NOT INITIALLY SUCCESSFUL.

1	2	3	4	5	6	7
COMPLETELY TRUE				NOT AT ALL TRUE		

WHEN UNEXPECTED PROBLEMS OCCUR, I DON'T HANDLE THEM WELL.

1	2	3	4	5	6	7
COMPLETELY TRUE				NOT AT ALL TRUE		

**A SCORE OF (1) WOULD INDICATE STRONG AGREEMENT WITH THE STATEMENT, WHEREAS A SCORE OF (7) WOULD INDICATE STRONG DISAGREEMENT.**

I AVOID TRYING TO LEARN NEW THINGS WHEN THEY LOOK TOO DIFFICULT FOR ME.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

**COMPLETELY TRUE**

FAILURE JUST MAKES ME TRY HARDER.

**1            2            3            4            5            6            7**

**COMPLETELY TRUE**

I FEEL INSECURE ABOUT MY ABILITY TO DO THINGS.

1            2            3            4            5            6            7

**COMPLETELY TRUE**

I AM A SELF RELIANT PERSON.

1            2            3            4            5            6            7

**COMPLETELY TRUE**

I GIVE UP EASILY.

1            2            3            4            5            6            7

**COMPLETELY TRUE**

I DO NOT SEEM CAPABLE OF DEALING WITH MOST PROBLEMS THAT COME UP IN MY LIFE.

1            2            3            4            5            6            7

**COMPLETELY TRUE**

IT IS DIFFICULT FOR ME TO MAKE NEW FRIENDS.

1            2            3            4            5            6            7

**COMPLETELY TRUE**

IF I SEE SOMEONE I WOULD LIKE TO MEET, I GO TO THAT PERSON INSTEAD OF WAITING FOR HIM OR HER TO COME TO ME.

1            2            3            4            5            6            7

**COMPLETELY TRUE**



**A SCORE OF (1) WOULD INDICATE STRONG AGREEMENT WITH THE STATEMENT, WHEREAS A SCORE OF (7) WOULD INDICATE STRONG DISAGREEMENT.**

IF I MEET SOMEONE INTERESTING WHO IS HARD TO MAKE FRIENDS WITH,  
I'LL SOON STOP TRYING TO MAKE FRIENDS WITH THAT PERSON.

1      2      3      4      5      6      7

**COMPLETELY TRUE**

**NOT AT ALL TRUE**

WHEN I'M TRYING TO BECOME FRIENDS WITH SOMEONE WHO SEEMS UNINTERESTED AT FIRST, I DON'T GIVE UP EASILY.

**1            2            3            4            5            6            7**

**COMPLETELY TRUE**

NOT AT ALL TRUE

I DO NOT HANDLE MYSELF WELL IN SOCIAL GATHERINGS.

**1            2            3            4            5            6            7**

**COMPLETELY TRUE**

**NOT AT ALL TRUE**

I HAVE ACQUIRED MY FRIENDS THROUGH MY PERSONAL ABILITIES AT MAKING FRIENDS.

1            2            3            4            5            6            7

**COMPLETELY TRUE**

NOT AT ALL TRUE

### SECTION THREE:

THESE STATEMENTS ASK YOU TO ASSESS HOW SUCCESSFUL YOU BELIEVE THESE ACTIVITIES ARE IN FINDING A JOB. READ EACH STATEMENT CAREFULLY AND CIRCLE THE RESPONSE THAT BEST REPRESENTS YOUR OPINION.

AN EXAMPLE OF A QUESTION:

I AM CONFIDENT IN MY ABILITY TO SUCCESSFULLY FILL OUT FORMS.

1	(2)	3	4	5	6	7
NOT CONFIDENT				VERY CONFIDENT		

(2) HAS BEEN CIRCLED IN THIS CASE WHICH INDICATES THAT THE PERSON IS NOT VERY CONFIDENT ABOUT HIS/HER ABILITY IN THIS INSTANCE.

IF THERE ARE NO FURTHER QUESTIONS, PLEASE BEGIN.

HOW CONFIDENT ARE YOU OF YOUR ABILITY TO SUCCESSFULLY;

A. FIND OUT WHERE JOB OPENINGS EXIST?

1	2	3	4	5	6	7
NOT CONFIDENT				VERY CONFIDENT		

B. FILL OUT APPLICATIONS TO YOUR BEST ADVANTAGE?

1	2	3	4	5	6	7
NOT CONFIDENT				VERY CONFIDENT		

C. DECIDE WHICH TYPE OF JOB TO APPLY FOR?

1	2	3	4	5	6	7
NOT CONFIDENT				VERY CONFIDENT		

D. INVESTIGATE EVERY JOB LEAD PROMPTLY?

1	2	3	4	5	6	7
NOT CONFIDENT				VERY CONFIDENT		

THE FOLLOWING STATEMENTS ARE RELATED TO YOUR ATTITUDES TOWARD YOUR MOST RECENT JOB, AND THE FAIRNESS OF YOUR TERMINATION WITHIN THAT PARTICULAR ORGANISATION.

FOR EACH STATEMENT CIRCLE THE RESPONSE THAT BEST REPRESENTS YOUR OPINION.

- SD= STRONGLY DISAGREE: THAT IS DEFINITELY FALSE.
- D= DISAGREE: THAT IS MOSTLY FALSE
- N= NEUTRAL: THAT IS UNDECIDED OR EQUALLY TRUE OR FALSE.
- A= AGREE: THAT IS MOSTLY TRUE
- SA= STRONGLY AGREE: THAT IS DEFINITELY TRUE.

EXAMPLE: IF YOU STRONGLY DISAGREE OR BELIEVE THAT A STATEMENT IS DEFINITELY FALSE, YOU WOULD CIRCLE THE SD RESPONSE.

A. I ENJOYED MY WORK AT MY PREVIOUS WORK PLACE.

SD      D      N      A      SA

B. I WAS PLANNING TO LEAVE MY PREVIOUS JOB ANYWAY.

SD      D      N      A      SA

C. I THINK THE ORGANISATION'S LAY OFF POLICY WAS FAIR.

SD      D      N      A      SA

D. I BECOME EASILY DISCOURAGED WHEN LOOKING FOR WORK.

SD      D      N      A      SA

E. IN TIMES LIKE THIS I OFTEN GET MORE IRRITABLE WITH MY FAMILY AND MY FRIENDS.

SD      D      N      A      SA

F. I EXPECT MY FAMILY AND FRIENDS TO BE SUPPORTIVE AND HELPFUL UNTIL I RESUME WORK.

SD      D      N      A      SA

THE FOLLOWING STATEMENT REQUIRES YOU TO INDICATE YOUR PERCEPTION OF HOW DIFFICULT YOU THINK IT WILL BE TO GET ANOTHER JOB.

ED= EXTREMELY DIFFICULT  
D= DIFFICULT  
N= NEUTRAL: THAT IS UNDECIDED OR EQUALLY TRUE OR FALSE.  
E= EASY  
EE= EXTREMELY EASY

CIRCLE THE RESPONSE THAT BEST REPRESENTS YOUR OPINION.

D. HOW DIFFICULT DO YOU THINK IT WILL BE FOR YOU TO OBTAIN NEW EMPLOYMENT IN:

YOUR OWN FIELD

ED      D      N      E      EE

IN A RELATED FIELD

ED      D      N      E      EE

IN ANY FIELD

ED      D      N      E      EE

FOR THE FOLLOWING SET OF QUESTIONS, PUT A TICK BESIDE EACH JOB SEARCH ACTIVITY THAT YOU HAVE UNDERTAKEN IN THE LAST TWO WEEKS IN ORDER TO OBTAIN REEMPLOYMENT.

- A. LOOKED IN THE SITUATIONS VACANT COLUMN IN THE NEWSPAPER FOR OPENINGS. ( )
- B. TALKED WITH FRIENDS OF RELATIVES SPECIFICALLY ABOUT JOB PROSPECTS. ( )
- C. PREPARED A CURRICULUM VITAE. ( )
- D. CONTACTED AN EMPLOYMENT AND OR PERSONNEL AGENCY. ( )
- E. TELEPHONED A PROSPECTIVE EMPLOYER. ( )
- F. FILLED OUT AN APPLICATION FOR A JOB OPENING. ( )
- G. OBTAINED A JOB INTERVIEW. ( )
- H. OTHER (PLEASE EXPLAIN). ( )

4. A HOW MANY JOBS DO YOU INTEND TO APPLY FOR IN THE NEXT TWO WEEKS?

## SECTION FOUR:

READ EACH STATEMENT CAREFULLY, AND GIVE YOUR IMMEDIATE RESPONSE.

CIRCLE THE DESCRIPTION THAT BEST REPRESENTS YOUR OPINION.

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D= DISAGREE: THAT IS MOSTLY FALSE.

N= NEUTRAL: THAT IS UNDECIDED OR EQUALLY TRUE AND FALSE.

A= AGREE: THAT IS MOSTLY TRUE.

SA= STRONGLY AGREE THAT IS DEFINITELY TRUE.

FOR EXAMPLE, IF YOU WERE TO CIRCLE A FOR AGREE, THIS WOULD INDICATE THAT YOU FELT THAT THE STATEMENT WAS MOSTLY TRUE.

I'M PRETTY SURE OF MYSELF.

SD      D      N      A      SA

I OFTEN WISH I WERE SOMEONE ELSE.

SD      D      N      A      SA

I'M EASY TO LIKE.

SD      D      N      A      SA

I NEVER WORRY ABOUT ANYTHING.

SD      D      N      A      SA

THERE ARE A LOT OF THINGS ABOUT MYSELF I'D CHANGE IF I COULD.

SD      D      N      A      SA

I CAN MAKE UP MY MIND WITHOUT TOO MUCH TROUBLE.

SD      D      N      A      SA

SOMEONE ALWAYS HAS TO TELL ME WHAT TO DO.

SD      D      N      A      SA

IT TAKES ME A LONG TIME TO GET USED TO ANYTHING NEW.

SD      D      N      A      SA

I GIVE IN VERY EASILY.

SD      D      N      A      SA

THINGS ARE ALL MIXED UP IN MY LIFE.

SD      D      N      A      SA

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**D = DISAGREE : THAT IS MOSTLY FALSE.**

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**A = AGREE: THAT IS MOSTLY TRUE.**

**SA = STRONGLY AGREE: THAT IS DEFINITELY TRUE.**

**NO ONE PAYS MUCH ATTENTION TO ME AT HOME.**

**SD          D          N          A          SA**

**I CAN MAKE UP MY MIND AND STICK TO IT.**

**SD          D          N          A          SA**

**I DON'T LIKE TO BE WITH OTHER PEOPLE.**

**SD          D          N          A          SA**

**IF I HAVE SOMETHING TO SAY I USUALLY SAY IT.**

**SD          D          N          A          SA**

**MOST PEOPLE ARE BETTER LIKED THAN I AM.**

**SD          D          N          A          SA**

**I ALWAYS KNOW WHAT TO SAY TO PEOPLE.**

**SD          D          N          A          SA**

**THINGS USUALLY DONT BOTHER ME.**

**SD          D          N          A          SA**